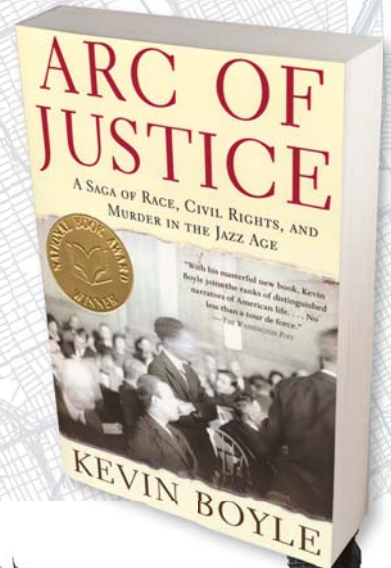




# TEACHER'S GUIDE



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# Welcome

## What is the Great Michigan Read?

The Michigan Humanities Council's Great Michigan Read is a book club for the entire state. With a statewide focus on a single book—*Arc of Justice, A Saga of Race, Civil Rights, and Murder in the Jazz Age* by Kevin Boyle—it encourages Michiganders to learn more about our state, our society and our history.

## Why *Arc of Justice*?

*Arc of Justice* is a masterful recounting of a landmark event, culminating in an epic legal battle that helped lay the foundation of the civil rights movement.

In 1925, African American physician Ossian Sweet purchased a home in a white neighborhood in Detroit. Determined to protect his family and property, Sweet chose to defend himself from the mob organized to drive him out.

*Arc of Justice* provides essential historical background as Americans continue to confront issues of tolerance and equality.

## How can my classroom participate?

*Arc of Justice* is an adult-level text appropriate for high school and college students. The book covers some of the most important historical themes of the 20th century: civil rights, urbanization and race relations. *Arc of Justice* will challenge students, but it is an exciting and engaging narrative

that explores a Michigan event with national importance.

This teacher's guide presents suggestions for incorporating *Arc of Justice* into high school and college curricula. It includes a special section for educators who wish to explore related themes with younger students who will not be reading the book. When possible, the teacher's guide suggests connections between *Arc of Justice* and local or contemporary issues. High school recommendations are presented in the context of the Michigan Merit Curriculum High School Content Expectations.

## Other resources

- Book discussion kits, including complementary copies of *Arc of Justice*
- Historical photo PowerPoint
- Reader's guides
- Bookmarks
- Short documentary video
- Newspaper inserts with an excerpt from *Arc of Justice*
- Grants for related programs

For more details—including a calendar of events, additional resources and to register your classroom—visit [www.michiganhumanities.org](http://www.michiganhumanities.org), join the Michigan Humanities Council Facebook group or follow @mihumanities (#greatMIread) on Twitter.

[www.michiganhumanities.org](http://www.michiganhumanities.org)



# Q&A with the Author

## How did you find out about the story of Ossian Sweet?

Sweet's story is a part of Detroit lore. I'd heard about it growing up in the city—not everything, of course, but enough to pique my interest.

## Why were you compelled to write *Arc of Justice*?

I really wanted to write about the struggle of civil rights. But I wanted to look at civil rights in a place and time that didn't fit the standard story of the movement, a story that took place in the North, not in the South, and in the 1920s, not the 1950s and 1960s. And I desperately wanted to write about Detroit.

## What is the story's most-compelling lesson for today?

*Arc of Justice* captures the moment when the Northern system of segregation was created, a system that divides the nation's great cities into different neighborhoods—separate and unequal. We still live with that system today. I like to think that Sweet's story makes us look around us—and wonder why we continue to accept such injustice.

### FURTHER READING

Boyle, Kevin. *Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age*. Henry Holt, 2004.

Boyle, Kevin and Victoria Getis. *Muddy Boots and Ragged Aprons: Images of Working-Class Detroit, 1900–1930*. Wayne State University Press, 1997.

Boyle, Kevin, ed. *Organized Labor and American Politics, 1894–1994: The Labor-Liberal Alliance*. State University of New York Press, 1998.

Boyle, Kevin. *The UAW and the Heyday of American Liberalism, 1945–1968*. Cornell University Press, 1995.



AUTHOR

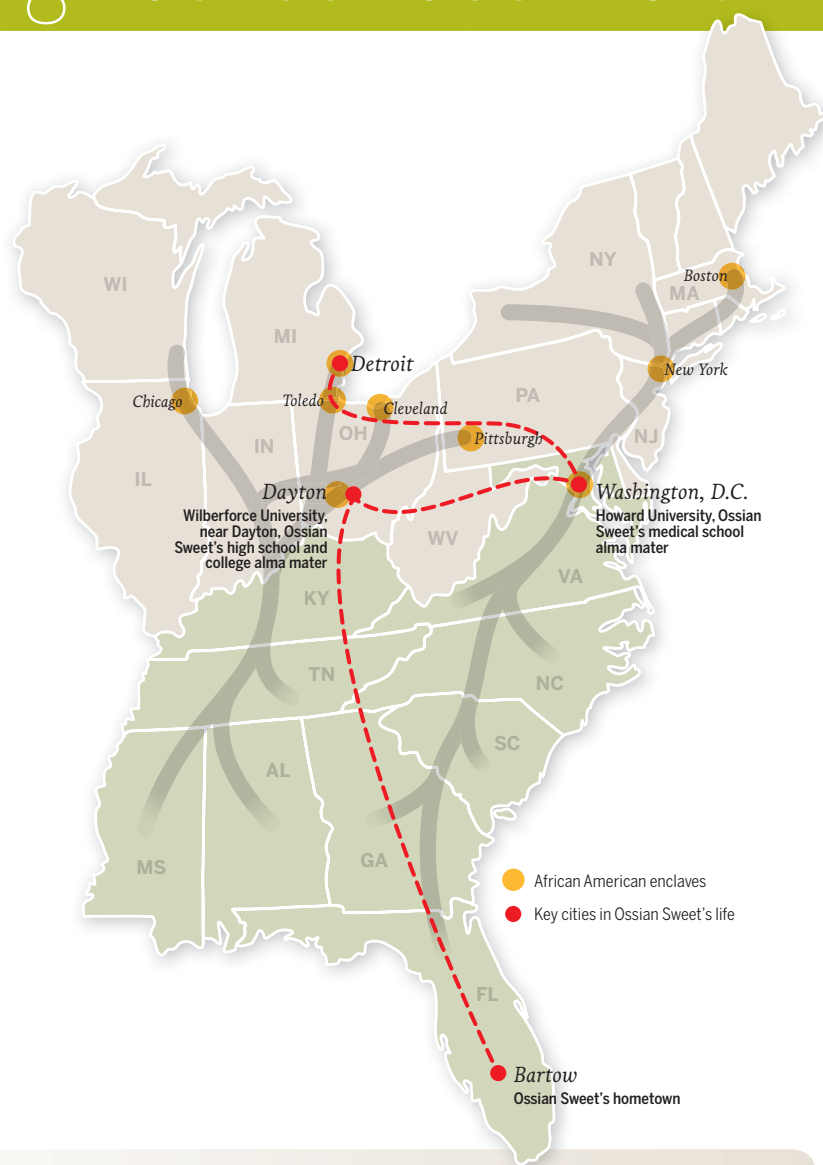
# Kevin Boyle

Kevin Boyle was born in Detroit in 1960. He earned his bachelor's degree from the University of Detroit Mercy and his doctorate from the University of Michigan. Currently, he is a professor of history at Ohio State University in Columbus.

*Arc of Justice* won the National Book Award in 2004 and was named a

Michigan Notable Book in 2005. It was also a finalist for the Pulitzer Prize. Boyle has been awarded fellowships from the John Simon Guggenheim Foundation, the Rockefeller Foundation, the Fulbright Commission and the National Endowment for the Humanities. He has written or edited three other books and numerous articles.

# High School: Social Studies



## Growth of an Industrial and Urban America (HSCE 6.1)

In the first half of the 20th century, America experienced a major demographic shift that included the mass movement of African Americans from the South to northern cities (the Great Migration), a large influx of immigrants from Eastern and Southern Europe, and a general movement of Americans from rural to urban locations. The 1920 census demonstrated that the majority of Americans lived in urban areas, and the percentage was growing annually. This was partially fueled by an explosion in manufacturing.

In *Arc of Justice*, historian Kevin Boyle details the story of Ossian Sweet, a native Floridian who settles in Detroit to practice medicine in 1921. Sweet is just one of about 2 million African Americans who left the South as part of the Great Migration. While his case isn't typical—most African Americans would work in factory or domestic jobs—his journey north, his experiences in Detroit and the circumstances surrounding his trial showcase the triumphs, contradictions and struggles of 1920s urban America.

*Arc of Justice* illuminates a key era of American history by exploring the story of Ossian Sweet and his quest for justice in Detroit, Michigan. It is ideal for American history and geography classrooms covering the early 20th century and urbanization. Themes below reflect Michigan Merit Curriculum High School Content Expectations (HSCE) for U.S. history and geography.

- Growth of an Industrial and Urban America (HSCE 6.1)
  - Factors in the American Industrial Revolution (HSCE 6.1.1)
  - Urbanization (HSCE 6.1.3)
  - Population Changes (HSCE 6.1.4)



## ACTIVITIES

### Detroit: Industrial Boomtown

From 1920 to 1930, Detroit's population exploded, growing from about 1 million to 1.5 million. How did Detroit's growth coincide with a general trend of urbanization and growth of other cities? What made Detroit different? How did this growth strain the city's infrastructure? How might the different groups that flooded into the city exacerbate existing tensions and create new ones? What was life like in Detroit at the time? What kinds of people were coming to the city in the 1920s?

Ask your students to develop a fictional persona, someone who moved away from their family to live and work in Detroit in the 1920s. Using the voice of their fictional persona, ask your students to write a series of letters to their families who remained home. Where did they work? Where did they live? What was the city like? What other things would they share with their families? Additionally, students could explore how their fictional persona might have settled in your hometown. In what way is this different from the Detroit experience?

### Local Housing History

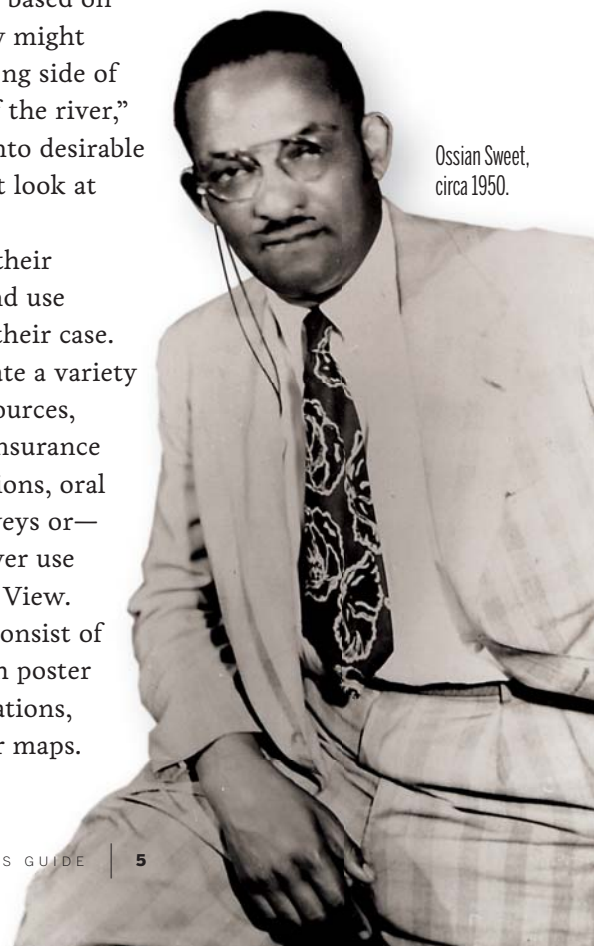
The housing patterns that exist in Detroit and other American cities are not accidental. They are rooted in political and individual decisions that



The corner of Michigan and Griswold, Detroit, circa 1920.

sometimes took place hundreds of years ago. Using a nearby township, village or city, ask your students to identify historical housing patterns and investigate the reasons behind them. They might look at enclaves based on race, ethnicity or class. They might examine the notion of “wrong side of the tracks” or “other side of the river,” which often divided areas into desirable and undesirable. They might look at housing styles or density.

Students should present their findings, develop a thesis and use historical evidence to back their case. This project could incorporate a variety of primary and secondary sources, including old mortgage or insurance maps, local history publications, oral histories, photographic surveys or—for more distant cities—clever use of Google Maps with Street View. The student reports might consist of group research projects with poster displays, individual presentations, photographic reports and/or maps.



Ossian Sweet, circa 1950.

# High School: Social Studies

## Progressivism and Reform (HSCE 6.3) The Twenties (HSCE 7.1.1)

As the economy continued its shift towards industrialization and cities swelled with newcomers, Americans confronted a growing list of challenges including poverty, child labor, immigration, public health and race relations. There were many responses, ranging from political reform (Constitutional amendments, Pure Food and Drug Act) to social movements (African American civil rights, women's suffrage, temperance). These responses are broadly grouped under the heading of "Progressive Reform," but Progressives didn't always agree on causes, tactics or even political parties. These tensions and inconsistencies speak to the degree of social change experienced by Americans during this era.

Ossian Sweet confronted some of these tensions head-on shortly after his arrival in Detroit. African Americans experienced housing and work segregation based on socially established racial boundaries reinforced by the threat of violence. Sweet was a

professional, but he lived and worked in Black Bottom, an African American ghetto where poverty, squalor and violence were commonplace. Racial tensions increased as the city's African American population grew even faster than the rest of the city. In 1925, when Sweet attempted to move into a white neighborhood, he ignited a conflict that exposed the contradictory nature of Progressive political alliances, involving reform groups like the National Association for the Advancement of Colored People (NAACP) and the Ku Klux Klan. Related events also underscored political tensions that led to the realignment of the Democratic party into what would become known as the New Deal coalition.

### ACTIVITIES

#### Politics and Identity in the 1920s

Using Detroit or your community as a case study, lead students in a discussion of the different ethnic, racial, religious, political, class and cultural factions in the city in the 1920s. What were these factions? Who comprised them? Why did they exist? In what ways did these groups contribute to the city's growth? How did the city's extraordinary expansion exacerbate tensions?

Divide students into groups and ask each to choose a faction to research (e.g., NAACP, urban Democrats, Southern

- Progressivism and Reform (HSCE 6.3)
  - Social Issues (HSCE 6.3.1)
  - Causes and Consequences of Progressive Reform (HSCE 6.3.2)
- Growing Crisis of Industrial Capitalism and Responses (HSCE 7.1)
  - The Twenties (HSCE 7.1.1)



Democrats, Republicans, pro-temperance groups, labor groups, Ku Klux Klan, etc). Each group should strive to understand the historical context of their faction—the reasons why it came to exist and why it would attract supporters. After the groups present their findings to the class, choose a few of the leading issues of the day (civic reform, immigration, racial justice, workers' rights, etc.) and ask students how their factions might work together to oppose or support these issues. If students stay true to their faction's historical agenda, the era's tumultuous political climate will soon become apparent, with shifting alliances and inconsistencies among the groups. Use this object lesson as a starting point for discussion of the origins of the New Deal coalition.

### The Sweet Trials: Closing Arguments

The Sweet trials galvanized Detroit and received national attention. The defense team faced a nearly impossible task: convince an all-white jury that the African American defendants had used deadly force within their rights. They succeeded, and the trials bolstered defense attorney Clarence Darrow's reputation as a legal superstar. Known for his long but compelling arguments, his closing statement in the second trial (Henry Sweet's case) lasted seven hours.

Read highlights from Darrow's closing argument\* to your students, and ask them to imagine they are a



Ku Klux Klan rally at the Michigan State Fair Grounds in Detroit, 1920s.

member of the Sweet defense team. Have students write a closing argument that persuades the jury to acquit the defendants. Taking into account the potential beliefs and prejudices of the all-white jury, how might they structure their appeal? Is it better to appeal to the notion of racial equality, or does it make more sense to find other avenues of persuasion?

\*Available online at: <http://law2.umkc.edu/faculty/projects/ftrials/sweet/darrowsummation.html>

Defense team (second Sweet trial, 1926): Henry Sweet, Julian Perry, Thomas Chawke and Clarence Darrow



# High School: English Language Arts



2905 Garland Street, at the corner of Charlevoix.

**A**rc of Justice provides a powerful historical background to cultural and artistic developments of the 1920s, including the Harlem Renaissance and other African American artistic movements (e.g., Detroit poets Dudley Randall and Robert Hayden). It could also serve

Early 20th century American literature was profoundly influenced by the rapid urbanization, industrialization, immigration and migration that was reshaping the United States. *Arc of Justice* provides an excellent historical introduction to these trends, examining their impact at a local level and providing the basis for better understanding the literature they inspired.

Suggested uses are based on Michigan Merit Curriculum High School Content Expectations for English Language Arts. *Arc of Justice* is recommended as a linking text or an informational text that will assist with genre study and literary analysis.

as a local link to some of the issues confronted in works like Richard Wright's *Native Son* or *Black Boy*, or even Harper Lee's *To Kill a Mockingbird*. *Arc of Justice* also provides insight into the rapid urbanization that is a recurring theme in literature of the 1920s.

In addition, *Arc of Justice* is a superb example of literary nonfiction, using techniques like character development, pacing, flashbacks and others that are commonly found in novels.

## ACTIVITIES

### Fact, Fiction and Subjectivity

Pair *Arc of Justice* with a work of fiction or poetry from the same era with similar themes (urban life, racial injustice, industrialization, Great Migration, etc.). Ask your students to read each (or portions thereof) and consider the relationship between the two. How much about the era's history can one learn from a work of fiction from that same time period? Does *Arc of Justice* adequately capture the emotions of the participants? Is either work sufficient to truly understand the era?

Using the Sept. 9, 1925 incident at the Sweet house as described in *Arc of Justice*, ask your students to write two first-person fictional narratives of the event. One should be from the point of view of an individual in the mob gathered outside the home,



and the other should be from an individual inside the Sweet residence. The accounts should espouse different plausible interpretations of the events. Who is right? How does one establish truth? Is truth different for lawyers, police officers, artists, participants or historians? Is it possible to determine absolute truth? This activity could be paired with a viewing of Errol Morris' classic documentary, *The Thin Blue Line*, which deals with uncertainty and the establishment of truth in relation to a 1976 capital murder case.

### Literary Techniques in Nonfiction

*Arc of Justice* is an impeccably researched work of history, but many would argue that it is also a compelling work of literature. While it is clearly nonfiction, it borrows many literary techniques—particularly from novels—to engage the reader and create a sense of urgency. Ask students to read *Arc of Justice* and identify literary techniques. They should be able to find:

- flashbacks and nonlinear narrative
- artful use of pacing to build suspense
- compelling character development
- foreshadowing
- adherence to the tragic form

Despite its literary credentials, *Arc of Justice* does not contain certain hallmarks of literature (again, particularly novels):

- subjective point of view
- inner dialog
- ambiguous ending

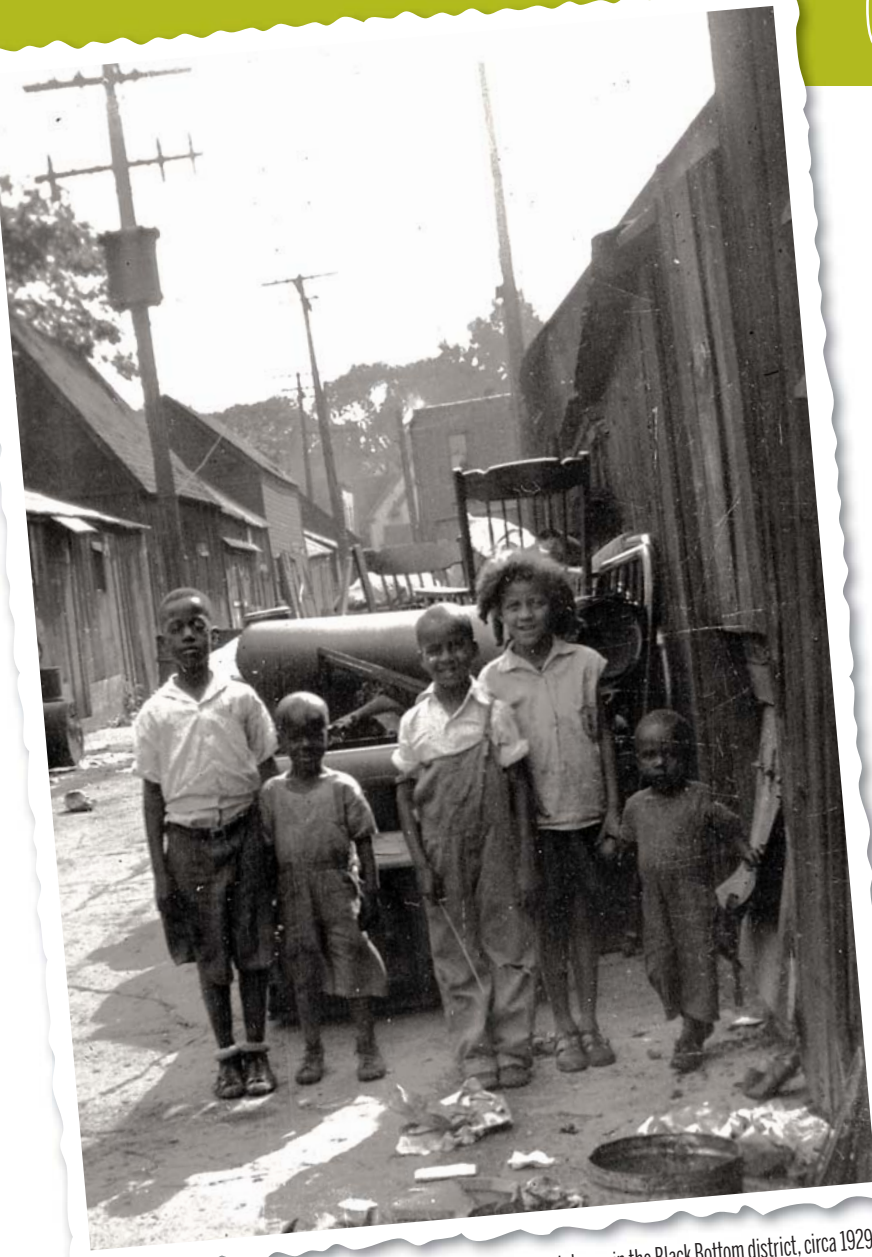
What is the definition of literature? Who determines what is literature and what isn't? Why does this distinction matter? Are all novels considered literature? What about nonfiction? Because *Arc of Justice* uses literary techniques, does it qualify as literature?

Based on the discussion above, ask students to develop a presentation or write a brief paper arguing for or against the case that *Arc of Justice* is literature.



A girl stands in a Monroe Street alley, Detroit, circa 1930.

# College Level



A family recently evicted from their home in the Black Bottom district, circa 1929.

*Arc of Justice* is an ideal college-level text, in terms of length, scholarship and complexity. It has applications in a diverse range of humanities and social science disciplines. It can also be used as the basis for intergroup dialogs, diversity programming or other discussion programs.

## American History

*Arc of Justice* offers a great synthesis of early 20th century American history, especially in terms of race and urbanization. For students involved in advanced courses or archival research, the book is a great example of sound research methodology. The author's lucid prose proves that top-notch scholarship doesn't come at the expense of readability.

## Law

The Sweet trials were a major 20th century legal event, named a Michigan Legal Milestone by the State Bar of Michigan. *Arc of Justice* contains extensive coverage of the legal strategies and court proceedings for both Sweet trials and discusses how the National Association for the Advancement of Colored People (NAACP) used the case to establish its legal defense fund.

## African American Studies

*Arc of Justice* incorporates major themes in African American history, including the Great Migration, pre-civil rights movement activism and legal milestones, housing segregation, and African American culture. While firmly grounded as a work of history, it draws upon other disciplines that help create a better understanding of the African American experience in the first part of the 20th century.





Collage of Detroit newspaper clippings covering the Sweet trials, 1925-1926.



## Other disciplines

- GEOGRAPHY/URBAN STUDIES/URBAN PLANNING: migratory patterns (Great Migration and immigration), urban settlement patterns, housing patterns
- POLITICAL SCIENCE: Progressive-era political alliances, birth of the New Deal coalition
- SOCIOLOGY: 1920s social movements, underpinnings of the civil rights movement, urban social stratification



*The all-white, all-male jury that served in the second trial.*



# Younger Readers



African Americans were often placed in the most-undesirable factory jobs, like these foundry workers.

## ACTIVITIES

### One Single Suitcase

TOPIC: Great Migration

SUBJECT: Social Studies

GRADE LEVEL CONTENT EXPECTATIONS:

H1, H3 (4–H3.0.2), U6, G4

GRADES: 1–8

During the Great Migration, many of the African Americans who moved north could only bring a small number of possessions with them.

Ask your students to imagine that they and their family are moving somewhere far away, and because of expense, they are only allowed to bring one suitcase per person. What would they bring with them and why? What do they think the African Americans who participated in the Great Migration brought with them and why?

This activity could take the form of



*Arc of Justice* is an adult-level text, appropriate for high school and college students. Educators may wish to explore the book's themes with younger readers. At right are a few suggestions for social studies activities. Each activity description includes coverage of Grade Level Content Expectations (GLCE). Since most activities apply to multiple grade levels, GLCE coverage is outlined at the "standard category" level. When possible, specific GLCE standards are provided for grade four "History of Michigan" standards.

a classroom discussion, short writing assignment or art project (utilizing collage, photographs or found objects).

## Courage and Conviction

TOPIC: Racial Equality, Justice

SUBJECT: Social Studies

GRADE LEVEL CONTENT EXPECTATIONS:

H1, H2, H3, C5, C6

GRADES: 3–8

Throughout history, those who have advocated for racial equality and civil rights have faced incredible challenges. Some paid the ultimate price for their beliefs, killed in their pursuit of justice. Ossian and Gladys Sweet rejected the African American ghetto and chose to move into a white neighborhood despite the threat of violent opposition.

Discuss with your students what they would do if faced with a similar situation. Would they put their family in potential danger for the sake of principle? Why or why not? Ask your students if they have ever taken a stand—perhaps against bullying or peer pressure—and how they made their decision to do so. At what point does standing up for principle outweigh any negative consequences? What would happen throughout history if individuals were not brave enough to face these challenges?

This activity could take the form of short writing assignments, classroom discussion or role playing.



*A peddler in the Black Bottom district during the 1920s or '30s.*

## Then and Now

TOPIC: Civil Rights, Historical Causation

SUBJECT: Social Studies

GRADE LEVEL CONTENT EXPECTATIONS:

H1, H2, H3 (4–H3.0.4, 4–H3.0.9), U6, U9, C5, C6

GRADES: 4–8

Work with your students to identify and discuss how life has changed for African Americans from 1920 to present. Using these dates as anchors, create a timeline and fill in major civil rights and related Michigan history milestones to demonstrate the causal connection between these events and gains in racial equality. When possible, include local milestones. Was there always a clear progression, or were there setbacks along the way? Why didn't activists give up once major milestones were achieved? What is left to achieve? Ask students to pick a specific event on the timeline, research it in greater detail, and summarize their findings before the class, resulting in an annotated timeline.

# Additional Resources

## Detroit: General

- Babson, Steve et al. *Working Detroit: The Making of a Union Town*. Wayne State University Press, 1986.
- Darden, Joe T., Richard Child Hill, June Thomas and Richard Thomas. *Detroit: Race and Uneven Development*. Temple University Press, 1987.
- Gavrilovich, Peter and Bill McGraw. *The Detroit Almanac*. Detroit Free Press, 2000.
- Katzman, David M. *Before the Ghetto: Black Detroit in the Nineteenth Century*. University of Illinois Press, 1975.
- Levine, David Allan. *Internal Combustion: The Races in Detroit, 1915–1926*. Greenwood Press, 1976.
- Meier, August and Elliot Rudwick, *Black Detroit and the Rise of the UAW*. University of Michigan Press, 2007.
- Moon, Elaine Latzman. *Untold Tales, Unsung Heroes: An Oral History of Detroit's African American Community, 1918–1967*. Wayne State University Press, 1994.
- Sugrue, Thomas. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton University Press, 1996.
- Thomas, Richard. *Life for Us Is What We Make It: Building Black Community in Detroit, 1915–1945*. Indiana University Press, 1992.

- Thompson, Heather Ann. *Whose Detroit?: Politics, Labor, and Race in a Modern American City*. Cornell University Press, 2004.
- Williams, Jeremy. *Detroit: The Black Bottom Community*. Arcadia Publishing, 2009.
- Wolcott, Virginia. *Remaking Respectability: African American Women in Interwar Detroit*. University of North Carolina Press, 2000.
- Widick, B. J. *Detroit: City of Race and Class Violence*. Wayne State University Press, 1989.

## Detroit: Culture

- Bjorn, Lars and Jim Gallert. *Before Motown: A History of Jazz in Detroit, 1920–1960*. University of Michigan Press, 2001.
- Hayden, Robert. *Collected Poems*. Liveright Publishing Corporation, 1997.
- Randall, Dudley. *Rose and Revolutions: The Selected Writings of Dudley Randall*. Wayne State University Press, 2009.

## Great Migration

- Lehman, Nicholas. *The Promised Land: The Great Black Migration and How it Changed America*. Vintage Books, 1991.
- Wilkerson, Isabel. *The Warmth of Other Suns: The Epic Story of America's Great Migration*. Random House, 2010.
- Up from the Bottoms: The Search for the American Dream*. Dir. Jim Schaub. Clear Vision Films, 2009, DVD.

## NAACP

- Sullivan, Patricia. *Lift Every Voice: The NAACP and the Making of the Civil Rights Movement*. The New Press, 2010.

The Michigan Humanities Council offers book discussion kits, which include reader's guides, bookmarks and free copies of *Arc of Justice*. In addition, the Council's website features a short documentary on the Ossian Sweet trials.

Learn more about the Great Michigan Read and other program resources at [www.michiganhumanities.org](http://www.michiganhumanities.org).



## The Sweet Trials

Detroit Historical Society. *The Trial of Dr.*

*Ossian Sweet*. [http://sweettrials.udmercy.edu/lesson\\_plan.pdf](http://sweettrials.udmercy.edu/lesson_plan.pdf). (Lesson plan.)

Turrini, Joseph. "Sweet Justice." *Michigan History*, July/August 1999, pp. 22–27. [http://www.michigan.gov/documents/dnr/mhc\\_mag\\_sweet-justice\\_308404\\_7.pdf](http://www.michigan.gov/documents/dnr/mhc_mag_sweet-justice_308404_7.pdf)

University of Minnesota Law Library. *The Clarence Darrow Digital Collection*. <http://darrow.law.umn.edu>. (Includes trial transcripts, photos, and other primary sources.)

University of Missouri–Kansas City Law School. *Famous American Trials: The Sweet Trials, 1925 & 1926*. <http://law2.umkc.edu/faculty/projects/ftrials/sweet/sweet.html>

Vine, Phyllis. *One Man's Castle: Clarence Darrow in Defense of the American Dream*. New York, 2005.

## Urban History and Segregation

Carr, James H. and Nandinee K. Kutty, eds. *Segregation: The Rising Costs for America*. Routledge, 2008.

Freund, David M. P. *Colored Property: State Policy and White Racial Politics in Suburban America*. University of Chicago Press, 2010.

Jackson, Kenneth T. *Crabgrass Frontier: The Suburbanization of the United States*. Oxford University Press, 1985.

Jackson, Kenneth T. *The Ku Klux Klan in the City, 1915–1930*. Oxford University Press, 1967.

## Museum Exhibits

Charles H. Wright Museum of African American History, Detroit. "And Still

We Rise: Our Journey Through African American History and Culture." An immersive, comprehensive look at the African American experience, with emphasis on Detroit. [www.chwmuseum.org](http://www.chwmuseum.org)

Detroit Historical Museum, Detroit. Various exhibits on Detroit history, including a small section on Ossian Sweet in the "Hero or Villain? Metro Detroit's Legacy of Leadership" display. [www.detroithistorical.org](http://www.detroithistorical.org)

Detroit Institute of Arts, Detroit. Various works of African American art, including pieces from the Jacob Lawrence "Migration Series." [www.dia.org](http://www.dia.org)

Jim Crow Museum of Racist Memorabilia at Ferris State University, Big Rapids. Their mission is to "promote racial tolerance by helping people understand the historical and contemporary expressions of intolerance." [www.ferris.edu/jimcrow](http://www.ferris.edu/jimcrow)

Michigan Historical Museum, Lansing. Various exhibits on the history of African Americans in Michigan. [www.michigan.gov/museum](http://www.michigan.gov/museum)

## Other Resources

Michigan Historical Markers. This program includes more than 60 sites focusing on African American history, including the Ossian Sweet home, Dunbar Hospital, Paradise Valley and more. [www.michmarkers.com](http://www.michmarkers.com) (Browse "Black History" topic.)



[www.michiganhumanities.org](http://www.michiganhumanities.org)





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The Michigan Humanities Council connects people and communities by supporting quality cultural programs. It is Michigan's nonprofit affiliate of the National Endowment for the Humanities. Since 1974, the Michigan Humanities Council has supported communities through family literacy programs, special cultural and historical exhibits, book discussions, author tours, scholarly lectures and mentors, films, cultural celebrations, and school programs and performances that have reached millions of Michiganians.



#### MADE POSSIBLE BY SUPPORT FROM

The National Endowment for the Humanities (NEH) was created by Congress in 1965. It serves to strengthen our republic by promoting excellence in the humanities and conveying the lessons of history to all Americans. The Endowment accomplishes this mission by providing grants for high-quality humanities projects in four funding areas: preserving and providing access to cultural resources, education, research, and public programs.



With nearly 200 stores throughout five states, Meijer continues to run its stores based on the simple philosophy that led Hendrik Meijer, its founder, to start the business in the first place: "... take care of your customers, team members, and community, and they will take care of you." Family-owned for more than 75 years, Meijer has long been a leader in supporting the communities where its customers and team members work and live. Meijer has supported the Great Michigan Read since the program's inception in 2007, demonstrating its longstanding commitment to fostering strong communities throughout the state of Michigan.